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This Issue Devoted to Old and New in Education

Journal of EDUCATION

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June 17, 1926

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JOURNEYS IN DISTANT LANDS is the state adopted text for California, and both books have recently been adopted by WASHINGTON, D. C. and by SALT LAKE CITY and OGDEN, UTAH.

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and

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Within ten months of the announcement of the first edition more than 400,000 copies had been sold. TEXAS and TENNESSEE had also adopted them for exclusive use.

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This New Education

By DENIS A. McCARTHY, LL.D.

Author of "A Round of Rimes," "Heart Songs and Home Songs," "Voices from Erin" and "Songs of Sunrise," published by Little, Brown & Co., Boston.

"This new education has too many fads,
We've got to get back to the schools of our dads,
When Readin' and 'Ritin' and 'Rithmetic—they
Were all that was taught to the lads in that day.
But now they teach every old thing you can name,
And I'm telling you, folks, that our schools are a shame!"

Thus speaks the old-timer whose slogan is "Whoa,"
And whose mind was made up, or closed, long ago.
To whom a new thought is a sort of a shock,
And who would, if he could, stay the hands of the clock.
To him the suggestion to try something new
Is all that is needed to make him feel blue,
Forgetting that even the things he calls old
Were once just as new as what now makes him scold.

Some fogy like him in the bright days of yore
Be sure, raised his voice in a terrible roar
When "faddists" came forth with the then novel thought
That henceforth in schools the Three R's should be taught.
'Twas simply absurd—and the scheme should miscarry!—
To teach things like these to each Tom, Dick and Harry!
Did any one hear of the like!—education
So very advanced for each child in the nation!

And so it has been with each step that we took,
The fossilized fogy has brought us to book,
Has hung like a drag on the wheels of the car
Exclaiming: "Hold on! let us stay where we are!"
Exclaiming: "Hold on! We're not ready for change,
We must not go forward in ways that are strange,
I know if we do we'll all land in a mess.
Just let us stand still. That's the way to progress!"

Alas for the world if the fogy should rule
The means and the methods of State or of school!
There's nothing we know but was first called a "fad."
(Columbus, remember, they deemed the man mad.)
There's nothing successful today but with jeers
'Twas hailed when proposed in the earlier years.
There's never a step in the race's advance
Unless some fine spirit is taking a chance
To test a new theory, try a new thought,
Or seek a new way in which deeds may be wrought.
For how can we add to the things that are true
If our souls are afraid of the things that are new?

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Backward and Forward

THE Journal of Education has had a successful year under the reorganization, and enters upon its second year confident that greater success awaits it, thanks to the appreciation of its friends.

As the New England Journal of Education it was started as a weekly publication by Thomas W. Bicknell on January 1, 1875. On March 6, 1886, Mr. Winship succeeded Dr. Bicknell as editor, and as president of the New England Publishing Company.

In June, 1925, Mr. Anson W. Belding purchased stock of persons not actively interested in the business. As associate editor, he has aided constructively in the development of the magazine, and has contributed the artistic skill which is so largely responsible for the Journal's present attractive appearance.

Miss Isobel R. Lay, managing editor, has continued to demonstrate sound judgment in journalistic matters, while to her energy, loyalty and business sagacity should be credited much of the success of the enterprise in recent years.

The departments, "Trend of the Times," "Education in Action," and "Grins Between Grinds," have met with cordial reception. The newest of the regular features, "Character Chats," by Joseph B. Egan, has already proved helpful in the work of many a school.

The senior editor, through his lecturing opportunity, has been in close personal touch with educators, their problems and their achievements. For example, during the three months between February 11 and May 11, Mr. Winship lectured in twenty-one states, addressing conventions, conferences, universities, colleges, normal schools, city, county, state and national gatherings, chambers of commerce, Rotary, Kiwanis, and Lions Clubs, and returning to his editorial chair none the worse for the thousands of miles of travel, and greatly enriched in knowledge of America, its schools and school people, its industry and commerce, its civic and scientific progress.

Greater and better things are planned for our readers in the months to come. The magazine is edited for wide-awake school men and women. They may feel assured that the Journal itself will remain alert and active in their behalf.

Teachers Are People

One of the great achievements of the new day is the humanizing of the profession of teaching. This means as much, to say the least, to the teachers as to their pupils. In "Teachers Are People," a book of lyrics by Agatha Brown, the story is well told under "Compliments":—

"COMPLIMENTS."

One Bob Carter said I had nice hair;
"Chuck" Weill wondered how any one could know so much;
Many pupils have brought me flowers,
Also boxes of candy;
But what pleased me most
Was when Mike exclaimed:
"Gee, Miss Brown, you're not a bit like a teacher,
You're so human."

If you knew "Agatha Brown"—Virginia Church—as we do, you would realize why "Mike" was so enthusiastic, for she has done her full share in making the Lincoln High School, Los Angeles, nationally famous.

Here's another:—

ALMOST HUMAN.

The other day
Our lady Vice-Principal
Got into the street car.
She was wearing a brand-new dress,
I heard the woman in the seat back of me
Remark to a friend:
"Ain't it awful the way these women dress?
You can't tell school teachers from ladies now-a-days."

There are fifty other "Lyrics" by Agatha Brown in "Teachers Are People," issued by Author's Publishing Company, Hollywood, California. We have read enjoyingly each of them, and are glad we have had them to read.

Colonel Edward B. Ellicott, president of the Chicago Board of Education, appears to be the most skilful harmonizer or the most artistic pilot through political complexes that we have known in the educational world.

E. D. Roberts Stays in Cincinnati

ASSISTANT Superintendent E. D. Roberts of Cincinnati declines the unanimous election to the superintendency of San Diego. This was not due to any lack of appreciation of San Diego, but is caused by the intense desire of the Department of Education, entire teaching body, the press and the citizens of Cincinnati that he remain there.

Boom of Medford, Mass.

MEDFORD, Massachusetts, Maro S. Brooks, superintendent, has increased its school enrollment more than five hundred above that of last year, and the increase will be even greater next year. Notwithstanding that they are building a large new Junior High School and a large elementary school building the city realizes that it must build extensively each year.

A Noted Contributor

IT IS believed that the most traveled and most widely known bookman in the world is Lewis H. Putney of Little, Brown and Company, whose vocation is to range over the entire United States as State-textbook-adoption man, and whose avocation is to make trips to such countries as China, Japan, the Philippines, Australia, New Zealand, the Straits Settlements, and other Asiatic regions wherever bookstores may be found—in all, eighteen countries or colonies. Canada, Hawaii, Panama, Porto Rico, Cuba, Borneo, Tasmania—all are in the day's work for Mr. Putney, who has developed a sub-consciousness that makes him feel like a criminal when he stops long enough to spend a day at home or at the headquarters of his company.

Mr. Putney's articles on the Philippines, the Dutch East Indies, Australia and New Zealand, which have been appearing this season in the Journal of Education, have attracted much attention on the part of educators, who perhaps have known the author for years without realizing that he enjoys a reputation as an editor among those who see the inside of the book-publishing industry.

The Gettysburg, Pennsylvania, College will admit women students until 1930.

Condon as Author

DR. RANDALL J. CONDON, probably the most widely known city superintendent in the country administratively, has developed into an author of high repute. In the eighteen months that he was on leave of absence from the superintendency of Cincinnati he created "The Atlantic Readers," the first two volumes of which, for Grades IV and V, are already published, and the other three for the higher grades will be ready for the market in the near future.

The spirit of the five books of "The Atlantic Readers" is character building. In preparation for the creation of these readers Dr. Condon personally consulted thousands of teachers, librarians, and men and women of other professions, trades, and occupations, and under the inspiration of these character suggestions he created "The Atlantic Readers," into which he has put the best fruit of his wonderfully fruitful professional life.

The editor of the Journal of Education will be at the Benjamin Franklin Hotel in Philadelphia, June 26-July 3.

The Old and the New

By A. E. WINSHIP

THERE is no greater problem in the world today than to properly relate the Old and the New.

The Old is only old when there is a new. No one ever heard of an Old World until there was a New World. It is only the new that can make the old.

It required a thousand years to induce Europeans to use the Arabic notation, and they were devotedly conscientious in their attachment to the Roman notation, which they believed was heaven born. It taught something instinctively. It was addition and subtraction in its very being. I before V made five into four. I before X made ten into nine, while D after M made a thousand fifteen hundred. There was nothing so magical in the Arabic notation. On the other hand there was something tragically vicious in the Arabic notation. It used 0 as "nothing." It added 0 to 1 and the "nothing" made ten out of one, which was pure chicanery. It required a thousand years to disabuse generation after generation of the idea that their devotion to the Roman numerals and rejection of the Arabic notation was not righteousness raised to the *n*th power. It has always been thus and it always will be. The new always does violence to the conscientious old.

The old can never be made new without being ridiculous. To modernize the Ten Commandments of Moses would be tragic. Think of saying: "Thou shalt not covet thy neighbor's flivver or his flying machine." It is more tragic to think of trying to make the new old; to advocate a law that only the ox and the ass be allowed on the public highways, because they are the only mode of travel referred to by Moses in the most sacred document of the Old Testament would be comedy as well as tragedy. The old must be revered as something old, and the new must be appreciated as an improvement on the old. The old can no more be new than the new can be old.

The old was always good when it represented the best to people then, and the new is good now because it represents the best to people of today. As long as people were satisfied to add and substract the Roman notation was adequate and very simple, but when people had need of multiplication the Roman notation was "no good." As long as everything good was in the past, when the "old days" were literally "the good old days," it was good to admire the good old ways.

Old is always looking backward. New is always looking forward. Nothing is old until it is behind the new. The old is good enough until something new is better. Nothing is new that is not an improvement over the old. Whoever enjoys the old better than the new is already old, belongs in the days gone by.

Nothing is genuinely old scholastically until crystallized, until in "form" it has similar, equal parallel polygons, with parallelogram faces that will throw all the colors of the spectrum of the past on the affairs of God and man yesterday, today and tomorrow.

To the old, reclining in the restful glory of perfection, it was amusing to hear the crude explanations of presumptuous amateurs. Soon the "why" of perfection was annoying, and later the attempt to use this perfection educationally and vocationally was disgusting to those who had thought that the spectrum was artistically created merely as a thing of beauty.

The wit of the new clashed with the wisdom of the old, and criticism by the old exasperates the conceit of the new when the old uses its wealth of philosophic tradition to test and measure the extravagant claims of the new.

The new loses interest in its usefulness and seeks peace of mind by escaping the irritating criticism of the old by psychological testing and measuring, creating a new-old to relieve the sting of the old-old.

Most annoyingly, however, a generation is being born, creating a new-new which exasperates the new-old, which lays the blame for the untimely birth of this new-new offspring to delay in the triumph of birth control.

In this emergency the sacred old-old is trying to save the relics of traditional perfection by using ancestral wealth in researches and surveys to impress itself with its crystalline glory, and the pre-maternal and non-maternal new-old are trying to impress other people that by their psychological schemes they could bring up their children, if they had any, better than those who have children are bringing them up today.

The result of all this is an entertaining educational game, while from the bleachers the everyday teachers and the fathers and mothers of present-day boys and girls are watching the home run scores of hard-boiled philosophical Bambinos and the unseasoned psychological batters strike out.

There was never so interesting a time to watch the ins and the outs on the educational diamond.

Is There a "New Education"?

By ANSON W. BELDING, Associate Editor

LET us not talk about a "New Education." There is no new education. There are new things in education; new studies, new devices of teaching, greater pressure, a vaster and more complex organization. The needs of a changing world are to be met in new ways, with new resources and with quickened powers of the educator.

But it is the same age-old task, undertaken in much the same spirit, and dependent for its success upon the identical personal element which has always been needed. There is the same faith in the pliability of youthful minds and hearts at the foundation of it. The teacher is still the deputy of the parent; one teacher performing the delegated educational function of many parents, and endeavoring to perform it better than the average parents could do it even if they had the time.

The field of knowledge has increased with the years; increased more rapidly in the past half century than in any dozen centuries before that. Men and women have learned how to gather data and to form conclusions. A body of information which may justly be termed scientific has been acquired and is available. The scientific method has been applied to much besides the natural sciences, so called. There is a science of history; a science of languages; a science of everything. The educator must delve into the enormous mass of information, and from it select what shall be meted out to the pupil. There are certain facts which are basic; certain principles which one needs to know to cope with environment. This is not the whole of education. It is merely the informational side. But it is important.

Most wonderful of the new sciences is—psychology. This branch of knowledge is but slightly grown. But the results have been stimulating. They have affected the art of teaching. We begin to understand better what is in the mind of the child; what the child's latent interests are, and how to touch and kindle them.

The clearer insight which psychology has given us, together with the constantly increasing demand for success in the educational process, has led to the adoption of new methods—some of which have been known and practiced by true teachers from time immemorial, but have never until now been applied widely.

Teachers of an earlier day were either good or bad, as chance dictated. A school was a one-man affair, not an institution dependent upon the co-operation of numerous personalities. Even the teacher who was in many respects a success, might be hot tempered and brutal in disposition. Children suffered under the teaching process much more in olden times than today. Under the older regime, a few of the most brilliant and promising students managed to pull through. The great majority fell out along the way.

But today we are trying for a higher percentage of success. We are, in fact, endeavoring to produce—not an educated aristocracy but an educated democracy. More boys and girls are staying on through high school in these times than formerly stayed through grammar school. More are going to college than used to attend high school. This clogs the wheels of the educational machinery with raw material of inferior quality. The work is slowed down, processes are necessarily adapted to the minds which move more sluggishly. We are in danger of neglecting the brightest minds. We cannot afford to do this. Some day we shall learn how to carry pupils along at differing rates of speed, less jerkily than at present. Educational leaders are giving heed to the solution of this problem. But even now, the aggregate results produced by modern educational processes are by no means such as to discourage us.

Today we are employing so large an army of teachers that we are forced to give them more adequate training, and better supervision. Just as we are making scholars out of more ordinary material, so are we obliged to make teachers out of many who were not endowed from birth with the qualities needful. Other vocations have attracted many who would have honored the profession of teaching. And yet—it is by no means clear that we have not as high a percentage of capable and inspiring teachers as ever before.

New subjects, new methods, new demands—but the same opportunity to share in the equipping of young lives for the work of the world; the same high privilege of helping mankind in its onward, upward march.

The past gives experience, the future holds out a goal before us, but past and future are useful only as a means to make us work better in the present.

—Bishop Creighton.

Changing Ideals in Rural Supervision

By JOHN J. TIGERT

U. S. Commissioner of Education

THE American superintendent of schools occupies a position unlike that of any scholastic officer found in any European country, combining within himself the characters of "a minister of public instruction, an inspector of schools, a licenser of teachers, and a professor of pedagogy." The "supervisory idea" as it is now understood is relatively new. It goes back not more than fifty or sixty years. It is only eighty years since the first full-time city superintendent was employed in the United States. In the early part of the nineteenth century as the complexity of city school systems increased and the demands on school boards became more specialized and more numerous, the functions of the boards were delegated to small units, to sub-committees, and finally to paid officers, the school superintendents. Originally the authority to supervise the school or schools was lodged by law in the town committee or district board. From the establishment of this authority as a nucleus the school superintendency has evolved.

State supervision developed earlier and more rapidly than city supervision. New York was the first state to create the office of state superintendent of common schools in 1812, when Gideon Howley, sometimes called the Horace Mann of New York, received the appointment, and held the office for nine years. It was then abolished, and not revived until 1854. In the meantime fifteen other states had established a similar office. All states have now followed the example set by these sixteen. There is a state department of education and a chief state school officer in every state.

The origin and growth of local supervision of county and township schools is difficult to trace with exactness. It began in Massachusetts with the school committee, and developed in that state into the township professional and supervisory officer. Early attempts at local supervision were confined almost wholly to the management and investment of funds and other services concerned with the material organization of the school. Then came the idea of inspection and visitation, and sometimes examination of teachers and pupils.

County supervision as a professional function has not kept pace, either in rapidity of development or in the standards maintained, with city supervision. In method of selection, salary, and responsibility assigned, the city superintendent has become the actual head of the city school system. City boards of education, with few exceptions, delegate to their superintendents the entire management of the schools and practically full responsibility for the nomination or recommendation of teachers, fixing of salary schedules, selection of books, general supervision of type of buildings, and the like. With the change from the elective to the appointive method of selecting the city superintendent in Buffalo in 1918 and San Francisco in 1920 was consummated and made universal selection of city superintendents by boards, usually boards of education. County superintendents are now elected by the people in twenty-four states and appointed by boards in twenty-four states.

But old and new forces are combining to hasten a different conception of rural supervision and of the functions of the county superintendent. Most powerful of these are new ideals in the "professionalization" of education; constantly increasing demands made upon the schools, and recognition that school administration and supervision are professional functions, highly specialized and requiring ability and training of a high order.

We are beginning to have a broader understanding of the meaning of democracy in education and, with it, a deeper recognition of the fact that more nearly equalized educational opportunity is or should be a guaranteed privilege of American childhood. As a result, progressive states in increasing numbers are establishing state-wide minimum school standards as to buildings, qualification of teachers, length of terms, and similar matters, and, at the same time, are assuming at least partial responsibility for the financial resources necessary to comply with these standards. As the facts have become more generally realized that the rural teaching force has been in the past, and in some states still is composed, in large part, of unprepared, inexperienced, and immature teachers, and that there is therefore more urgent need for supervision in rural than in city systems, there has arisen an insistent demand that the standards of professional supervision and direction be raised to insure the practice of modern methodology in all schools however isolated; and the setting up of systems of in-service training for inadequately prepared rural teachers.

Following the development of teaching as a profession, practically every state in the Union has within the last five years taken some steps toward raising the standard of qualifications

demanded for teaching certificates. There is a strong tendency among states to set the goal of graduation from a standard normal school as the minimum requirement for the lowest grade of teaching certificate—the time of consummation set at a definite date two to five years in advance. Indeed several states have already passed laws establishing this standard at a date fixed within the next two years. Can anyone conceive that it will continue to be possible for the old-time visiting county superintendent—who spends half-an-hour or an hour listening to the children, or examining them, or perhaps making a speech; who is content to interpret his duties as completed when annual reports are filed with the proper officials and school registers delivered or teachers' salary warrants approved—to hold his own with a developing body of professionally prepared teachers such as these laws forecast?

Leading Youth to Its Life Work

By FREDERICK J. ALLEN

Research Associate, Bureau of Vocational Guidance, Graduate School of Education, Harvard University. Editor of the Vocational Guidance Magazine

IF WE were to distinguish between the old and the new in guidance, we should say that the old had neither a name, method, or systematic organization. Every true teacher, parent, and friend helped the boy and girl through school and into the work of life in the best way possible. Within a half generation, the movement of vocational guidance has been developed in the great field of education and training for young people, with a new name, progressive and tested methods, and with such systematic organization that we have not only individual guidance but group guidance for young people, and the establishment of vocational-guidance service throughout entire school systems and in thousands of organizations outside of the public schools.

Vocational guidance means the giving of information and advice, and the providing of try-out experiences wherever possible, in regard to choosing an occupation, preparing for it, entering into it, and making right progress in it through years of employment.

This is the nature of the subject. Perhaps the best service to the readers of the Journal of Education is to present the major points in the development and outlook in the field of vocational guidance. These are based upon the past growth of the movement, the present widespread interest in it, and the continually increasing provision made for its support. Bureaus of vocational guidance, research, and placement have been established in many communities both within and without the school system. Public school departments in very many communities have adopted more or less formal systems of vocational guidance, often with trained workers as directors and counselors. Schools and colleges have extended the work of deans, vice-principals, and faculty advisers to include vocational guidance service in their daily activities; thus an added value of a very vital sort is given to the duties of such school officers. Social, civic, and welfare organizations have in many places added some, at least, of the features of vocational guidance to their community service. Personnel management in business and industry, which is largely an outgrowth of the vocational-guidance movement, means the carrying on of guidance within employment establishments for working children and adults.

The program of the public school is being gradually modified to meet the vocational-guidance needs of young people as it had been modified still earlier to meet the vocational-education need of the modern time. Indeed, those who are responsible for vocational education are coming more fully to recognize the value of vocational guidance and to profit by its help. In general, improved methods of child study and testing offer great promise for better guidance service. The establishment of classes in occupations in the schools in continually increasing number, upon a par with other important school subjects, indicates great advance of the movement and its chief means of service at the present time.

It is becoming more and more widely recognized that not only should there be specially trained vocational counselors, but that all teachers and other workers for young people should have vocational training as a part of their equipment. Training courses in vocational guidance in colleges and universities in increasing number indicate the great demand for trained counselors and workers.

The National Vocational Guidance Association and local associations in leading communities in the country are now more active than ever, and their growth is indicative of the steady progress of the movement. Increased

interest in guidance is shown in foreign countries and the movement is aiding in recovery from the conditions following the World War.

From every point of view vocational guidance appears in the educational world as a most vital and far-reaching service, perhaps the most important educational development of the present time.

Hold Fast the Best in Each

By FRANCIS G. BLAIR
State Superintendent, Illinois

OUR old physicians declared that every cell in the body changed every seven years. If you met a person on the street on a certain day, and seven years and one day after that met the same person at the same place, there would not be one particle of the person there seen by you on the previous occasion. Yet you recognize him. His neighbors who have seen him from day to day recognize him. He pays his taxes and meets his obligations as the same person who met and paid them seven years before. The new has united, integrated with the old in such a quiet, orderly way as to be unnoticed.

After somewhat the same fashion there is a harmonious absorption of new ideas and new practices into the old body of acquired habits and customs in such a manner as to make it seem a natural, organic process. There are those who stand for the new as opposed to the old as if the two were antagonistic, whereas the new that is vital is brother to the old that is vital. The old in the heart of the elm tree is not an enemy to the new that flows in the sap and the bud and the spreading leaf. The two are working together—one giving increased strength to battle the storms as the other builds higher and higher into the clouds. There are those who give the impression that one cannot be an apostle of the new unless he assails and derides the old. Some of the most living and vital things of today were living and vital when the morning stars sang together. Some people select their ideas as they do eggs—they must be strictly fresh or they do not want them. An idea laid a thousand years ago may hatch out a new government, a new social order, a new system of philosophy tomorrow.

Of course as the commercial instincts and industries of the people developed, the pack horse train gave way to the covered wagon, and it in turn to the narrow gauge railroad and its little engines and little cars. These in time have been displaced by the wider tracks, the heavier rails, the more massive engines and cars, with greater capacity for speed and carriage. There is a sense in which we can speak of an antiquated machine as being rendered useless by new inventions, but it is dangerous to transport such language into the field of spiritual and social development.

Let us not pride ourselves on belonging to the cult of the ancients, with our faces ever turned towards the setting sun, nor let us exalt ourselves into the cult of the exclusively new. Let us rather join that body of wise and helpful workers who try everything, new and old, and hold fast to that which is good.

Thrift Teaching in Schools

By ARTHUR CHAMBERLAIN
San Francisco

DURING the last eleven years there has been tremendous development in the teaching of thrift in the schools of this country The first real interest in the movement came during the annual convention of the National Education Association at San Francisco and Oakland at the time of the 1915 Exposition. At that meeting there was formed the National Committee on Thrift Education, which was a joint committee of the National Council of Education and the National Education Association, with the writer as chairman.

Since 1915 consistent and determined work has been accomplished for thrift in the schools. During the period of the war there was every opportunity, not only for the teaching of thrift but for the practical application of the thrift principles. It perhaps needed the war to bring home clearly the fact that thrift in theory was of little value. What is needed is to establish habits of thrift. A number of studies were made and bulletins issued, emphasizing practical ways and means of developing these thrift habits.

It is no longer a question as to why thrift should be taught in the schools. We have at least reached the point of actually teaching thrift. Throughout the nation boys and girls in all grades of school work are using savings banks. Various plans are in force in different

towns and cities, but all schools are working toward the same end, namely, the creating in boys and girls the habit of saving money.

Hand in hand with this saving of money is the earning of money, which is a very important phase of thrift teaching. Pupils in the schools and in the homes are urged to put themselves on the earning basis. It will be understood, too, that this making and saving of money goes hand in hand with the spending and investing, for proper spending and investing are as much a part of thrift as earning and saving. The thrifty person is not necessarily the saving person. Saving should be to a particular end. It is not the miser any more than the spendthrift who is the thrifty person.

In many schools courses of study are being developed that tie in the thrift idea with the various school subjects—arithmetic, history, geography, English and the like. Problems and projects with a thrift setting have much more interest and value to the pupils than abstract problems that seem to have no relation to life or to conditions surrounding the pupils. Every effort is made in working out these thrift projects to emphasize that the saving of time is a great element. Therefore, thrift of time, thrift of energy, thrift of health, must be given consideration in school.

The whole field of human and natural conservation is being considered under the head of thrift teaching. All school programs today that are forward-looking give consideration to thrift-health studies and everywhere throughout the nation the need for the conservation of our natural resources—timber, water, fuel—is apparent. The place to begin constructive work in conservation is in the school, and here is where thrift plays so large a part.

In a study recently made of the progress of thrift teaching in the schools of the nation, we estimate that perhaps eight million pupils in elementary and high schools are now receiving comprehensive and systematic thrift instruction. This is a tremendous development when we consider the short time that attention has been given to thrift work. It is to be hoped that the next decade will show a marked increase over the last ten years.

School Days Then and Now

By WILLIAM A. WIRT

Gary, Indiana

OFTEN the statement is made that since in the olden days boys and girls had chores to do at home and work to do on the farm, the school day was of necessity short. The argument is then advanced that now without chores to do the traditional short school day of five hours should be lengthened to occupy profitably more of the time of children.

As a child I attended old-time rural and village schools. The classroom school day was from nine to four with a noon recess of one hour. The greater part of this noon recess was given to play supervised by the teacher. The teacher also supervised the play on the school grounds for an hour before the opening of school each morning. I had, therefore, an eight-hour, not a five-hour, school day. In addition to the supervised play before school in the morning and during the noon recess there was a play recess of a half hour during the morning and again during the afternoon. My rural and village schools had real supervised public playgrounds every school day for every school boy and girl in the community.

The walk of a mile or more through the fields and woods added another hour of the most wholesome physical activity and in addition gave me such a close communion with nature that I was not conscious of her. With nuts gathered in the woods for my pet squirrel bulging my pockets I returned from a full day in school at study and play, ready and eager to take up the work of doing the few chores at home.

A child life filled with activity at work, study and play was the normal lot of every boy and girl. The supervised playground and the community centre belong to the old in my educational experience, not to the new. The eight-hour school day belongs to the old in education. The five-hour school day did not exist when children were needed for the chores at home and the work in the small shops and on the farm. The traditional school day was six hours in the classroom with two more for play before school and at the noon recess.

It has always been known that the principles of right living taught in the home, church, and school take root in the life of children only to the extent that they are practiced during free time. In the old days the home, church and school not only taught the principles of right living but in addition provided the opportunity for their practice during the free time of children.

The five-hour school day and the closed

school playground came not as a natural evolution of the school to meet the industrial, economic, and social conditions of the day but solely as a result of school teachers failing to meet their responsibilities, and of the public transferring its support to other agencies. The fundamental reason for the failure of cities to develop their children properly is to be found in the failure of the city home, church, and school to function today as they formerly functioned in the small village and rural district.

Today in our cities we are placing emphasis and wasting our resources on other child welfare agencies instead of demanding from the three great primary agencies that they meet their own responsibilities. These other agencies are created to provide the opportunities for the practice of the principles of right living which the home, church, and school teach only as theories. No fourth agency ever has or ever can supplement the home, church, and school in this fashion. These three primary institutions must not only teach but must also provide their own opportunities for the practice of the principles of right living.

The Children's Foundation reports that: "Today we have sixty national organizations to promote child welfare and thousands of persons engaged in this praiseworthy activity. Much of the welfare work is mis-directed propaganda, inefficient effort, and inaccurate application of the fundamental principles of child development."

The fundamental difference between the old and the new in education is the change of emphasis from the home, church, and school in the old to sixty national child welfare agencies in the new. The net result has been to corral all of the public-service-minded people within these numerous other agencies. This has left the three primary institutions, the home, church, and school, without proper support because even their own salaried employees are drafted away from their real jobs where they might do something for children to give time and energy to well intentioned, but fruitless effort in fourth agencies.

Music Today and Yesterday

By ALBERT EDMUND BROWN

Ithaca, N. Y.

BRASS! Brass! Brass! Woodwinds! Strings and Reeds! A band in every High School! Every school system should have its orchestras in the Junior High and the High School. As a matter of record this is just what is happening in all our schools. There are a few exceptions, of course.

Up to a very few years ago, the contribution of the public schools to musical culture was limited to vocal music.

Today the great field of instrumental music has been opened, a field hitherto untouched by the schools. This great opportunity has at last opened to the children of America. Throughout the past fifty years there has been a steady progress in the technical method of teaching. The school music supervisor and director must be a musician in fact as well as in name. He must be a pedagogical expert and in matters of musical art, a leader and a guide of the whole community in which he lives.

It is nearly one hundred years ago that Lowell Mason, "The Father of Music in the Schools," appeared before the Boston Board of School Commissioners to plead for the introduction of vocal music as a systematic study in the schools. How well he succeeded is a matter of history.

We have come a very long way since Lowell Mason began the teaching of music in the Boston schools. Right here would be a good place to say that other cities in this country introduced music in the schools as follows: Buffalo, 1843; Pittsburgh, 1844; Cincinnati, 1846; Chicago, 1848; Cleveland, 1851; San Francisco, 1851; St. Louis, 1852; New Haven, 1855; Providence, 1856; Salem (Mass.), 1858; Baltimore, 1859; Philadelphia, 1860; Lowell, (Mass.), 1866; Troy (N. Y.), 1873; Portland (Me.), 1876.

What Lowell Mason, Holt, Jepson, Weaver, Cole, and many other pioneers did for music in the "old days" has resulted in steady advance and growth.

From 1890 to 1900 there were in this country about 1,000 supervisors and directors of music. In the year 1926 there are approximately 14,000 highly trained supervisors devoting their talent and ability to teaching the children in the American public schools. What a tremendous growth!

The music of America today owes much to the publishers of textbooks. Back in the "'70's" there were very few texts. These texts were based on ethics rather than on music. Some of the songs told that "Tobacco is a Filthy Weed," or "Always Speak the Truth," "O! Pray Let All Be Harmony, Beware! Take Care!" and many other songs of a similar nature.

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today the texts are based primarily on good music, and the songs have fine literary content. The most progressive schools for the training of supervisors of music teach the principles of music so that they can be applied to any so-called "Method" although there are still some "book" schools that teach a certain "Manual" and "Series" so that the teacher is simply lost with any material excepting the "Hot Stuff Series" or "The Home Favorite Method," and because she teaches with a great deal of "Pedagogical machinery."

The principles of music being always the same ought easily to be applied to any material. It is just as important that the child have plenty of music material to sing and to read as it is that he has many readers in the reading of English. In this day teachers are no longer hindered in their mission by a manual that says teach page 46 of a certain reader on the 26th of October.

The tendency of music in education today is toward complexity, and I borrow this phrase from the much beloved Samuel Winkley Cole, who passed on only a few months since. Last November Mr. Cole wrote to me as follows:—

"Thankful am I that I have always believed in the dignity of my profession, and have passed my faith on to my pupils. The tendency of the present time is toward complexity rather than simplicity.

"It remains to be seen which plan will most enrich the community."

May the music of yesterday and the teaching of yesterday be so rich in experience and development that it shall be so linked with the music of today and the teaching of today that America may have the rich heritage of becoming more and more a real musical nation.

Medical Inspection

By THOMAS D. WOOD, M. D.
New York City

THE care of health in the schools, which was formerly called medical inspection, is now being referred to as health service and health supervision. This entire program of medical inspection and health supervision, which is receiving so much attention at present in the schools, and deservedly so, is not a quarter of a century old.

Medical inspection at first was concerned almost exclusively with the testing of hearing and vision, and the attempt to control contagious diseases of children who were attending the schools. While these phases of health work were, and still are, important, they represent only the beginning and, in general, the negative side of the program of health service which has developed very rapidly during the last two decades. This modern program, then, of health supervision, which had its beginnings in medical inspection, has expanded into a broad, inclusive, constructive, positive program which is now being carried out in a large number of schools in the United States.

This program of school health requires the daily health inspection of the children who come into school to make sure that they are well enough to be in school each day.

Medical inspection under the former method, and according to procedures still in use in many schools, does not provide for the exclusion of the pupils from the school until the physician or nurse is sure that the child has a contagious disease. The improved method of health inspection, however, provides that the pupil shall be isolated or excluded if there are recognized signs of health disorder or health disturbance, and it is necessary that there should always be some person in the school trained and authorized to observe the children, and to exclude a pupil who shows recognized signs of health disturbance. This method of health inspection is the only method that will really provide for protection of school children against infection, and that will make the school a health centre instead of a possible disease centre.

The modern method of health service provides, also, for the regular and, if possible, the annual health examination of the children to see whether they are positively healthy and whether they are in condition to grow physically, mentally, and morally, and to be educated in the most favorable way.

This modern method of health service provides for the weighing of school children at regular intervals, and for their measurement of height as a basis for determining whether the child is growing properly and is well nourished.

This health program also promotes the plan of immunizing school children against infectious and communicable diseases by vaccination against smallpox, inoculation against diphtheria and scarlet fever of the pupils who are susceptible to these dreaded diseases of childhood.

The positive health program in the schools has thus developed and expanded out of the

movement originally called "medical inspection," and attempts to secure a sanitary, healthful school environment with proper provision for fresh air, ventilation, lighting, and cleanliness of school buildings.

The school health program is also concerned with the maintenance of the good health of the teachers, and with the provisions for safety in all of its important aspects.

The present school health service and supervision aims to secure for the school child the best possible conditions of health and to surround him with the most healthful conditions and influences in order that he may be free to live; to grow physically, mentally and morally; and to be educated in the best possible way in order that he may become a worthy citizen and member of the race.

Radio in the Schools

By JAMES E. DOWNEY
Boston

AT PRESENT there is but little consideration given to and little use made of the radio by schools. The classes in science are given instruction in the principles of radio transmission and reception. Construction of radio sets and practice in amateur broadcasting and reception have been encouraged through the medium of radio clubs. Here and there the master clock of the school is regulated daily by means of the time signals sent out from Washington. Inaugural exercises, state or national, are often received by the entire school in the assembly hall by means of a school set or one borrowed for the occasion. After-dinner speeches from chamber of commerce luncheons furnish storehouses of information for special classes.

In Boston, the "no-school" signal used on stormy days reaches many homes by means of the radio that could not be reached in any other way.

University extension courses of great value are reaching homes through the air. The possibility of this movement being much extended, even to the point of including a large number of secondary school subjects in the broadcasting program, is quite evident. A teacher of such a course must not only be able to act the part of a leader of instruction, but he must be able to show pupils how to attack the subject as a whole, and how to study each phase of it. A facetious person might interject that it is a short step from a teacher who monopolizes all of the class time in talking, instead of allowing the pupils to do so, to monopolizing the time before the microphone for a limited period of time.

A recent writer in the London Mercury said: "It can justifiably be claimed that broadcasting renders signal service to art, in the sphere of music, drama and letters—in opening up fresh fields for the creative and interpretive artist, and in providing opportunities for all to acquire a love and appreciation of beautiful things. This latter aspect is only one phase of the wider problem of art and democracy."

But even after these incidents have been enumerated we must admit that the use of the radio in school is meagre. But it is not likely that such will be the case a few years hence. There is always a gap between economic and social practice and school progress: one author used to say that in practice the schools lagged twenty years behind the rest of society.

It is not easy for the ordinary layman to forecast the direction and extent of the scope and influence of the radio. Much more difficult is it to forecast the extent to which the school of tomorrow will find the radio useful.

We may assume that broadcasting will be extended from the evening to earlier hours of the day. Then the schools may have at their disposal during or immediately after regular sessions programs of music, drama, readings, lectures and even courses. The defects in programs of music soon become evident; popular music soon becomes so popular that its life is short; selections by large orchestras and bands are obliged to give way to solos and quartettes; even though some selections are distorted, there is value in musical education and appreciation in studying them. A new arrangement of old selections often renders them better adapted to radio broadcasting.

There seems to be a bright future for the radio drama. The experience of the motion picture drama warrants us in expecting that the radio drama will go through a similar process of evolution before it reaches the high standard of entertainment and effectiveness that the film drama now enjoys. The plays of Shakespeare, "She Stoops to Conquer," and similar classics will have a more vital appeal to pupils when interpreted and acted over the radio by those whose talents are found to be best suited for this work. The matter of creating scenic effect can be taken care of for the radio drama just as the captions have done for the motion picture drama.

In a similar way readings from literature by those equippped and prepared to do so will be of great value to the pupils of the English classes.

The school of the future may possibly be equipped with its own broadcasting station for local use. Each room could be equipped with its own receiving set. Setting-up exercises could be directed and music furnished from the school boadcasting studio. School announcements could be made in this way. Broadcasts from outside the school could be picked up by the more efficient school set and re-broadcast to such parts of the school as would find them of value.

The school cannot close its eyes to the significance and importance of radio in the lives of the pupils. This interest should be capitalized for the improvement and enrichment of the routine work of the school.

The radio adds a glorified value to the home. We have had nothing enter our social and economic life that attracted people to their homes as the radio does. On that account among other reasons, the school should foster an active interest in it, should point out the best things appearing on the different radio programs, and should try to guide the interest of pupils in radio activities that will supplement effectively their educational progress.

Salvaging a Careless People

By LEWIS E. MacBRAYNE

General Manager, Massachusetts Safety Council

NOT long ago I found myself in the venerable town of Plymouth, Massachusetts, where I had been invited to address the pupils of the High School on the subject of "Keeping Up with Civilization." Plymouth is still a town after more than three hundred years. The path of the Pilgrims from the rock to the hill where many of them now rest has not been obliterated by the centuries. Speaking in terms of Boston, Detroit and Los Angeles, it is still a safe place in which to dwell.

And yet as I walked along the main street I checked over in my mind thirty ways of getting hurt that were unknown in the early days of the town. There were no upper story windows to fall from in the log cabins; no railroads, industrial machinery, electrical hazards, automobiles, fuel that threw off carbon monoxide. The hazards of the town three hundred years ago were probably limited—if one excluded poor crops and New England winters—to the axe and the fish hook; and care in the use of these was taught at home.

The home today is not able to perform this service; otherwise would nearly 50 per cent. of the 86,000 accident fatalities occur in or around the house? Civilization, especially in the past fifteen years, has kept ahead of the multitude. The best salesmen that the world has ever seen have given us our automobiles, electric washing machines, radios and oil burners, and neglected to tell us, in their sales talks, that each one carries a potential accident unless we obey certain rules that are simple enough once we have learned them.

So the task is being wished on to the schools. Lessons in chemistry now include spontaneous combustion as illustrated by oiled rags left in the kitchen closet. Written themes often have to do with the problem of crossing the street in the face of traffic. Problems in mathematics work out the increase in motor vehicles in ratio to the increase in accidents. S. O. S. is translated in the upper grades to mean Safety or Sorrow, and in the lower rooms, Stay on Sidewalk.

We are fundamentally a careless people, and there seems to be no hope for us until we can find the time and method to fully educate the oncoming generation. In any group of accidents we appear to make a higher score than do the people of other countries; and this is not due alone to our remarkable development of machine power. Drownings here are twice as frequent, on the basis of population, as in England. Our railroad accidents, though greatly reduced through admirable safety work, occur twice as frequently as in Canada. Our deaths from falls number twice what they do in Australia.

As I am writing this article, one of our New England manufacturing cities has just sustained a loss of $1,700,000 through two fires in a single week, both supposed to have been caused by careless workmen. The public schools have not been blind to these habits of a people, but it has been the automobile accident, apparently headed for an annual million mark, that has forced the issue. Fires, while spectacular, do not occur regularly, and are usually covered by insurance. The automobile death or injury has become of daily occurrence in the records of every newspaper; and only one person in three ever obtains a financial indemnity.

As recently as four years ago the supervisor of safety education in the Detroit schools said in introducing a course of study there: "In the development of a new subject, such as the teaching of accident prevention work, where one walks untrodden paths, the inven-

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tive teacher will find unusual opportunities to do original work and to blaze a trail for others to follow in their efforts to save life." The current volume of the Yearbook of the National Society for the Study of Education devotes its pages to a presentation of courses worked out since that time, but the subject is still in process of development, though definite results have been recorded in the cities where safety instruction has been carried on systematically over a given period.

The public request for a course of safety instruction has been the outcome, as a rule, of a community safety movement that has aroused the public consciousness first to its own dangers; and second, to a desire to protect its young by a systematic study of the hazards. It is quite too much to expect a city in which there has been no alarming increase in public accidents to exert itself voluntarily to the point of demanding safety education in its schools. But in more than fifty cities a situation already exists that has found expression in an organized safety council affiliated with the National Safety Council, and the outcome eventually has been: (a) The selection of a school as a safety demonstration centre under the guidance of the Education Division of the National Council (Miss Idabelle Stevenson, secretary, 120 West 42nd Street, New York); (b) or the appointment of a committee in the school department to prepare a course of safety instruction; (c) the organization of the Junior Safety Council.

Kansas City found, in adopting its elementary course of instruction, that "Safety teaching is more effective if the school as a whole is organized into an organization in which the children themselves are responsible for the welfare of the community." Perhaps this is a large order, the welfare of the community, but certainly they ought to feel responsible for their own welfare and for that of younger children.

We have ninety Junior Safety Councils co-operating with the Massachusetts Safety Council, and some of them have attained a hundred per cent. enrollment; which means that every child has discovered a hazard near the school, or performed an act of safety, before being awarded a membership button. A few weeks ago a Junior Council was organized in the city of Newburyport, at the mouth of the Merrimack River. Among its members was a girl of twelve years of age, of Greek parentage.

It happened last month that she came to Boston with her parents to see an uncle sail for Greece. There was the usual scene as the liner put out from the dock; farewell cries, tears, waving arms, jostling about to obtain a better view. In the excitement of the moment a three-year-old child was pushed off the pier into the sea. The excitement immediately arose to a pitch of almost complete inefficiency. But a sailor near by saw a girl of twelve go down a rope, hand over hand, from the pier to the water, and rescue the child. She could not get up again, but he went quickly to her aid, and between them the rescue was effected. Explaining her action later the girl said: "I looked at my Junior Safety Council button, and I knew that I must do something." She did it; and by so doing she justified safety education in our schools, whether taught in the pledge and rules of the Junior Safety Council, or in regular classroom work.

Once a week I send to an automobile club co-operating with us in the Berkshire Hills a safety talk for use in 900 schoolrooms in its county. The teachers not only read it aloud, but during the week 20,000 pupils write an essay upon the lesson learned. After this had been going on for a month the club offered a prize for the best safety slogan sent in by a pupil.

How many do you suppose were received? How many slogans can you write from your mature experience? Probably not over twenty. Well, these children turned in 1,552, hardly four of them duplicates. Let me quote half a dozen of them:—

"Don't try to show your speed. Show intelligence."

"Look ahead. Never mind the girl."

"Drive with care; other lives amount to just as much as yours."

"Protect pedestrians, not abolish them."

"Don't take a life you can't give back."

"Drive over the highway, not a child."

I submit that these slogans disclose a youthful generation not only intelligent, but keenly interested in the outstanding hazard of the day. Safety instruction, properly presented, need not be dragged into the school. The pupils will meet it half way.

It is good to be debtors to the past; but it is good only as it makes us creditors of the future.

—Edwin D. Mead.

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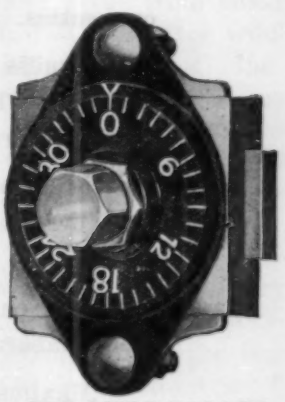

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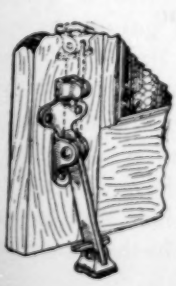

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Daily We Renew Our Youth

By WILLIAM McANDREW

Chicago

You ask: "What is the newest thing?"

Today is,—today and its new tasks.

This morning is fresh, unspotted, unfilled, unlimited.

It is mystery, romance, wonder, possibility.

Just now I came from an assemblage of principals of schools. On the front seat were three snowy-haired "youngsters" whose total teaching time was notably more than a hundred years. The view of each upon the forward movements talked about was fresh, expectant, willing to foresee successes.

This is a natural characteristic of our big business.

To have the opposite is to be possessed of an infirmity.

The dreary whines some magazines print concerning teaching, the wails of some white-livered folk who get into our ranks unable to get employment elsewhere, are pathological, if you know what that means. They get into print because they are curiosities.

I guess I have known 20,000 teachers in my long and pleasant day. I'll say 19,990 were and are of the same temperament as these three lovable white-topped gentlemen on the front seat.

All over town is a multitude of new-minded teachers working out new projects with new children, expectantly, hopefully, confidently.

We see old beliefs freshened by new discoveries in educational laboratories.

Maxims of Locke, Comenius, Pestalozzi, Harris, Parker, White, come smiling back in new clothes.

Drill and interest and patient persistence come along with the fresh look of a rebirth.

A host of new writers, turning anew to the never-old questions of the future, reach the same ever new conclusion that the teacher is the hope of the world.

"*Juventam nostram quotidie renovamus.*"

Character Chats

A Week-by-Week Feature Which Is Attracting Wide Attention

By JOSEPH B. EGAN, A. M.

Ben Franklin's Lantern

WHEN Benjamin Franklin wished to interest the people of Philadelphia in street lighting he didn't get them together and talk them to death; instead he hung a beautiful lantern on a long bracket before his own door. Then he kept the glass brightly polished and carefully and religiously lit the wick at the approach of dusk. People wandering about on the dark street saw Franklin's light a long way off, and came under the influence of its friendly glow with grateful hearts. To each one it seemed to say: "Come along, my friend, here is a safe place to walk. See that cobblestone sticking up? Don't stumble over it. Goodbye. I shall be here to help you again tomorrow night if you should come this way." It wasn't long before Franklin's neighbors began placing lights in brackets before their homes, and soon the entire city awoke to the value of street lighting and took up the matter with interest and enthusiasm.

Now many of us, like Franklin, live on dark streets in which there are pitfalls for others to fall into and cobbles to bother the feet. At times we are impatient with conditions around us and tempted to scold our neighbors and ourselves. How much more effective it would be for us to fashion rare new lanterns to hang over our doors. If, for instance, the people about us are loud-speaking and coarse in their talk, let our Franklin lantern be fed with gentle words and lit with a spark of kindliness. Its soft glow will soon show in the lives of those around us. If our days are spent in places where things are dirty and untidy, let our Franklin lantern be fed with the beauty of our own personal appearance and lit with the charm of our own attractiveness. Our example will soon spread a pleasant cleanliness about us. If our lives are lived among people who are narrow minded and bigoted let our Franklin lantern be fed with generous deeds and lit with a cheery regard for the rights and thoughts of others. In no time bigotry will disappear leaving behind only here and there a shadow of itself behind some broken arch. If we should be so unfortunate as to pass our lives in a darkness where crime is present, let our lamp be polished till its glass is crystal pure; let the wick draw its oil from our own purity of life and let it be lit each day with some honest deed. In no time at all wickedness will see itself revealed and slink away like a filthy rat behind a garbage can. If, as it sometimes happens, we are compelled to live in poverty, let our Franklin lantern be a joy and consolation to all about us. Let its wick be fed with the precious oils of cheerfulness and patience, and lit with the brilliant light that bursts forth from the hope of better days. Ben Franklin lanterns! The world is hung with them, strewn up and down the paths of life like Chinese lanterns at a festival; eternal witnesses that the spirit of loveliness, of truth, of goodness is abroad upon the earth wherever men and women cross each other's trails.

The Envious Shoemaker

THERE was once a little shoemaker—Oh, no indeed, you are right! He was not an ordinary shoemaker. Far from it! He was so extraordinary that it was his special job in life to make shoes for the most genteel of all the fairy folk. He had his cobbling shop at the root of the oak tree, and his knives were sharp pieces of flint, and his hammer a round stone, and the only leather he used was cut from a last year's snake skin. You see, the fairy people said shoes made from snake skin were soft and comfortable, so they would use no other. As you may suppose, the little cobbler did a wonderful piece of work on each pair. There was a tiny turned-up toe; a soft cushiony heel, and a lot of green shiny beetle scales glued on to the outside. Wherever a fairy appeared in a pair of the cobbler's shoes everybody stopped and watched his feet as he moved along. Now this was all very well for the fairies, but the cobbler noticed the attention his shoes attracted, and he began to get a little jealous of his customers. "Here I am," he cried, "slaving away in my shop. I rarely get a peep at the sunshine; my back is all bent out of shape, and my eyes are forever glued to a piece of snake skin just like the green beetle scales I decorate with. It isn't fair. It isn't just. It's outrageous. It's more than I shall stand. I'll make myself a pair of the softest, shiniest, most elegant shoes ever seen in fairy land, and I'll strut under the daisies and enjoy myself." So the cobbler laid his other work aside and began on his own pair of shoes. The fairy queen sent for her order, but it was not ready. The fairy king sent for his order, and it was not ready; the

gallant keeper of the king's handkerchief sent for his order, but it was not ready. Of course, this peeved the queen and the king and the keeper of the king's handkerchief, and they promptly took their work to another cobbler. By the time the shoemaker had his own pair of shoes ready, he had lost most of his trade, but he did not mind. He was too intent on the sensation he was going to create. At last the day came. The shoemaker put on his gorgeous shoes and started out. "Mercy me!" said his wife. "You aren't going out in such a gorgeous pair of shoes with your leathern apron on. Buy yourself a frock coat." So the shoemaker spent some of his hard-earned money for a frock coat. As he was about to start out again his wife cried out: "Mercy me! You need a high hat." So the shoemaker spent more of his hard-earned money for a high hat. On seeing it his wife cried out: "Mercy me! Now you need a cane." So the shoemaker bought a cane with the last cent he owned. "Surely now," said he, "I am all ready," but when his wife saw him strut out the door she burst out laughing. "Oh, you funny man!" she cried. "Neither your high hat, nor your frock coat, nor your cane, nor your fairy shoes can hide your bent old back. You are just a dressed-up shoemaker and everybody will make a joke about you just as I do." For a second the shoemaker was stunned, then he ran to the edge of a pool and leaned over and looked at his reflection. "Alas! alas!" he cried. "All that my wife says is true. As a shoemaker I was rich and respected. As a fairy gentleman I am a creature to be laughed at."

Let it be said for the old shoemaker that he had sense enough to go home and become his own useful self again, leaving snakeskin shoes for the feet that were accustomed to wear them.

Little Squabblers

A WISE old crow sat on a limb of a dead oak treee and leaned over and said to the kingfisher: "There is going to be trouble over nothing at all, Mr. Kingfisher." "Looks like it," said the kingfisher. Below them two young green frogs had selected the same pond lily to sit on. Of course, there were other pond lily leaves, just as round, just as green, just as flat, just as well located, and just as desirable in every way, but because both frogs had selected this particular leaf they both made up their minds that no other leaf was just as good, and, therefore, that no other leaf would do. The first green frog put his short front legs on the curled edge of the leaf at the same instant the second green frog reached it. "This is my leaf," he croaked. "No such thing," grunted the second frog. "It belongs to me." "Get off that leaf," croaked the first frog. "Get off yourself," grunted the second frog. "I'll kick you in a minute," croaked the first frog. "I'll kick you right now," grunted the second frog. So they both hung on by their forelegs and kicked each other in the stomachs with their long hind legs. While they were kicking each other a big juicy bug lit on the lily leaf. Neither frog saw him, for they were too much interested in kicking each other in the stomachs. A butterfly floated right over their heads, but neither noticed him either, for they were both churning the water kicking each other in the stomachs. By and by a water snake, attracted by the battle, glided by. He lifted his beady eyes above the surface. "Aha!" he said, "I'll go and get my wife, and we'll each have a nice green frog for our dinner." In a moment he was back with his wife right behind him. Each seized a leg of a frog and began to pull. "Let go my leg," croaked the first frog. "Let go yourself," grunted the second frog. Without more ado the two snakes pulled the frogs under the surface, and swam away with them. The old crow on the limb of the dead oak tree leaned over and spoke to the kingfisher. "It has been my lot to observe," said he in his hoarse voice, "that folks who fight over trifles lose something that is vastly more important." "Very true," answered the kingfisher. "Little squabblers are always big losers."

The Gold Brick

THERE was once a thrifty man who saved up for a rainy day. When he was tempted to buy a cigar he would say to himself: "I can get along without that cigar. I shall put the ten cents in my savings bank." When he was tempted to eat another piece of pie he would say to himself: "Another piece of pie is really not good for my health. I shall put the dime instead into my savings bank." When he was tempted to buy an expensive new hat he would say: "I can get along very well with the hat I have. I shall put the money into my savings bank." The years passed by, and the man found he had quite a sum of money laid by. He had, in fact, ten thousand dollars. "What a wise man I have been," he said to himself. "I have ten thousand dollars in the bank all made up of cigars I didn't buy and pies I didn't eat, and hats I didn't wear. If other people were as wise as I there would be no poverty in the world. Just at that moment a dusty, tired traveler came by. He stopped, and said: "Pardon me, can you tell me how far I am from Boobville?" "Oh, yes, indeed," said the thrifty man. "Boobville is right around the corner. In fact, I

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live there myself." "Well, well," said the traveler, "You live in Boobville! Just think of that! I have always wanted to live in Boobville, but you see I have been out west prospecting—yes, sir, I have been looking for gold." "Gold?" cried the thrifty man. "I'll bet I found more gold here in Boobville than you found out west." "Oho!" laughed the stranger. "You're crazy to say that when gold is worth seventeen dollars an ounce." "Well," said the thrifty man, "I have saved up ten thousand dollars. You don't believe it? Well, here it is. I just got it out of my savings bank to count it." "Quite a roll, my friend," said the traveler, "but cast your eye on this." With that the traveler pulled a brick made of gold out of his pocket. "See it shine," he cried. "See it glisten! It's the real thing. Any fool can tell that. Feel it! Feel it, my friend. Pure gold clear through, and one thousand ounces does it weigh. Not an ounce less as I am an honest man." "One thousand ounces," said the thrifty man to himself. "At seventeen dollars an ounce it makes seventeen thousand dollars. Maybe I could buy it for five thousand dollars." "I am tired carrying it around," said the traveler. "I just bought it as a specimen. I know where there is plenty more." "If you're tired of it," said the thrifty man, "why not sell it to me?" "Nonsense," said the traveler, "you haven't money enough to buy it." "I'll give you five thousand for it," said the thrifty man. "You think I'm a fool, don't you?" said the traveler. "I wouldn't take ten thousand for it, but I'll tell you what I will do. I'll let you take the brick into the bank. The cashier will weigh it and give you its weight in gold coins. He will give you seventeen thousand gold dollars for it. He will do this because he knows you better than he does me. You bring the gold dollars back to me, and I shall give you five hundred dollars for your trouble." "Fair enough," said the thrifty man. "Give me the brick!" "Not so fast," said the traveler, "you are a stranger to me. How do I know but what you will run away with my brick?" "That's easy," said the thrifty man. "I'll leave with you as security my ten thousand dollars." "You look like an honest man," said the traveler. "Give me the money and I shall risk the rest." The thrifty man ran into the bank as quickly as he could. "Weigh this brick of gold," he said, "and give me its value in gold dollars." "Where did you get it?" asked the cashier. "A man gave it to me to cash for him. I let him hold my ten thousand dollars as security." "You are a fool," said the cashier. "This is an ordinary brick with a thin plating of gold." Of course, the thrifty man rushed out of the bank. Of course, the traveler was gone. Of course, the ten thousand dollars were gone. A little piece of paper was stuck on a corner of the fence. It said:—

"Only fools expect to get something for nothing!"

"Woe is me," cried the thrifty man. "Just think of all the cigars I might have smoked, and the pies I might have eaten, and all the hats I might have bought with the money I so carefully saved and so foolishly lost."

God's Plan

I STOOD, once, on a high hill. Before me stretched a vast wooded plain. The circle of the sky closed in a scene of grandeur in every direction that I looked. Nowhere could I find the slightest evidence of any evil in the vast plan of God. I gazed up to heaven on one of those rare evenings when the Master Artist has stretched a glorious canvas across the western sky. An eagle hung like a slim bow at the very edge of a golden cloud. Nowhere could I find in that scene the slightest trace of evil in the plan of God.

I stood on the granite boundary of the roaring sea. The blue water went on and on to the sky's edge. Here and there a sunlit sail leaned away as it fled from the rushing wind. Nowhere could I find in that scene the slightest trace of evil in the plan of God.

One night I stood on a hill and looked off through space a hundred million miles to the far stars. How spacious the universe, and how constant those twinkling stars! Nowhere could I find in that scene the slightest trace of evil in God's plan.

Then I looked about me on the surface of the earth. Men crowded each other on the streets; scowled at each other over business affairs; haled each other into court; fought with each other over trifling things; swore at each other with faces red with anger; cheated each other; stole from each other; lied about each other; killed each other.

"Surely," I said to myself, "this is not God's plan. This comes from a far different source than the spacious plain, the sunset sky, the vast ocean, and the faithful stars. Here is littleness of spirit; here is stinginess; here is hate; here is the only evil."

What a sad thing to think about. Love and all goodness coming straight from God; hate and all badness coming straight from God's chosen creature, Man. What a strange thing this is! A God-like creature with a thinking brain and an immortal soul spreading hatred and sorrow and evil over God's earthly paradise.

Note to Readers.—Because of school vacations, no further installments of "Character Chats" will appear until September.

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TREND OF THE TIMES

Epidemics Since 1914 Deadlier Than Wars

The Second Pan-American Red Cross Conference in Washington recently heard from T. B. Kitteridge, assistant director general of the League of Red Cross Societies, that epidemics, with a toll of 40,000,000, have claimed more lives throughout the world since 1914 than all the wars and civil strife since that year. Of the 62,000,000 lives lost in the world through disasters of all kinds since 1914, Mr. Kitteridge stated, 9,000,000 were lost in war, and 6,000,000 in civil strife. Injuries during the same period totaled 140,000,000; epidemics caused 100,000,000 of these and war 20,000,000. The number of dead and seriously injured in disasters since 1914 constituted one-tenth of the total world population. Eighty-five per cent. of relief contributions for disaster-stricken areas come from the American Continent, seventy-five per cent. being from the United States.

50 Nations Join in Labor Dedication

The new home of the international labor organization was recently dedicated in Geneva in the presence of the representatives of fifty nations and thousands of people. This organization, from plans drawn up by a commission of which the late Samuel Gompers was president, was created by the treaty of Versailles for the furtherance of social justice. The building stands on the shore of Lake Leman, on a beautiful site given by the Swiss government, not far from the site selected for the future home of the League of Nations, with which the labor bureau is affiliated. The building has been enriched by gifts of twenty governments, including magnificent tapestries, paintings and statuary.

Whalers Find Use For Seaplanes

A whaling company in British Columbia has chartered seaplanes to accompany whaling vessels on their next ventures. Planes have been used with great success off Newfoundland in spotting seals on ice packs, but this is the first time that whales will be hunted from the air, so far as known. The familiar spouts of the ocean mammals will be visible from a great distance to the pilot of an airship.

But One Divorce In Fifty Years

Prince Edward Island, in the Gulf of St. Lawrence, holds the Canadian championship in matrimonial felicity. One divorce in fifty years is the record of this self-contained province. As long ago as 1835 legislation was passed authorizing the creation of a divorce court in Prince Edward Island, but the court was never set up. The applicant for the single divorce since the confederation of the provinces had to go to the Dominion parliament for release from the marital bonds.

Time Woman's Phone Talks

Eighteen minutes is the average telephone conversation of women, telephone officials of Berlin, Germany, asserted after a check-up on complaints about the inadequacy of public telephone booths. Men talk about nine minutes, it was also revealed. Under the heading, "Paint and Powdering Stations," the telephone administration's report discusses the second cause for long waiting lines. Numerous women use the booths, the report says, merely to revamp their make-up.

Legislatures As Law Mills Scored

Legislatures of ten states have passed 4,100 new laws so far this year, the advisory committee of the National Industrial Council was told at its semi-annual conference at Washington. Michael Hickey, secretary, also deplored the fact that these same legislatures had to dispose of 13,000 bills in the same space of time. He reported that last year forty state legislatures harvested 11,000 statutes out of 40,000 measures introduced. New York, he said, holds undisputable lead as a "statute mill."

Would Capture Northern Beauty

A six-months' adventure into the Arctic regions above Norway with boxes of colors with which to catch the illusive tints of the aurora borealis and the midnight sun is being led by Dudley Crafts Watson of the Chicago Art Institute and George Artiss. One more artist will join them in Montreal, where they take ship, and four more in Scotland, from where they will journey into the North Sea and the Arctic Ocean. Their goal will be the islands north of Norway. "The marvelous color of the north is the thing that draws most of us. There we will encounter an almost perpetual sunset, and a day ten days long," said Mr. Watson.

Gum Addicts Chewed $47,000,000 in 1925

Gum chewers in the United States are sticking to their guns and gaining recruits. A census of forty-one establishments by the Commerce Department showed a production in 1925 valued at $47,838,000, of which $47,124,000 represented chewing gum and the rest breathlets, candy and vending machine products. The total value increased seventeen per cent. since 1923.

Receive Rails From Germany

A cargo of 4,500 tons of steel rails, an initial shipment from Germany, was landed at Boston recently. Buyers say they bought abroad cheaper than they could in this country.

Home of Pilgrim to Be Shipped to Boston

Another ancient English residence will be dismantled and taken bit by bit to America. An American has bought Chantry House in Billericay, Essex, the sixteenth century home of Christopher Martin, one of the leaders of the Pilgrim Fathers, for removal to Boston. The price paid was $100,000. Removing houses bodily to the United States has caused much criticism in England, but it is said that in many cases the structures were in danger of being torn down or falling into decay.

What Electric Power Does

Electric motors in the United States are doing as much work every day as could be accomplished by 170,000,000 men, or four times the 45,000,000 men and women of this country engaged in gainful occupations, according to President Davidson of the National Electric Light Association. He attributes to the power situation a large part of the present position of the United States among nations with respect to national wealth and commercial and industrial supremacy. Every worker has an average of more than four horsepower at his command, seventy-five per cent. of this power in industry being electrical.

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EDUCATION IN ACTION

University Head Scores High-Brow Graduates

Declaring that higher education is on trial, Sir Robert Falconer, president of the University of Toronto, characterized the "high-brow" type of college graduate as "a degenerate intellectual aristocrat," in an address to the 1926 class at Swarthmore College. American colleges for the most part had drawn their students from "privileged classes," with the result that the institutions were producing a sort of exclusive aristocracy, Sir Robert said.

Library on Wheels For Rural Districts

The Iowa Library Association, seeking to establish circulating libraries in each county which is without library service, is sending out a library mounted on a motor truck. The educational value of county circulating libraries will be stressed in this demonstration. The van is lined with bookcases facing outward and protected by glass windows to allow a maximum display of books.

Students to Keep Cattle

The College of Agriculture of Rutgers University will help students coming from New Jersey farms to earn part of their college expenses next September by providing housing facilities for their live stock at the college farm. The students will be permitted to bring their live stock with them and keep the animals at the farm during the academic year and will be enabled to use the income derived for meeting college expenses.

New Movable School For Isolated Points

A movable school for isolated points in northern Ontario, Canada, will shortly be established. The Ontario government and the Canadian National Railways are co-operating in a plan which will partly solve the difficulty of providing proper school accommodation by outfitting an ordinary railway coach as a portable school. The school with its teachers will be moved from one section to another.

Sees Change in College Plays

Complete motion picture dramas instead of stage plays soon will be presented by college classes, in the opinion of Allan Dwan, motion picture producer-director and a former instructor in the Massachusetts Institute of Technology. He declares that letters from men and women prominent in college theatrical work contain requests for suggestions for creating screen courses. "Once screen acting is established as a study, the step transforming the college play from the stage to the screen would be brief," he states, "then many potential stars whose careers as artists now end with the annual class play would continue in motion pictures."

Girl Pupils Lead Boys

Figures compiled for the Boston, Mass., Superintendent of Schools show that the girls receive more "A's" than the boys in every subject and more "B's" in every subject except history and geography. In high schools, girls lead with more "A's" in every grade and subject except freshman and sophomore mathematics and junior drawing.

Grass Garden with Specimens From World

Grasses from many parts of the world, including India, Abyssinia, South Africa, New Zealand, Tasmania, Russia, Italy, Morocco, Mexico, Argentina, Bolivia and Brazil, will be found in the grass garden of the University of California. North America is credited with possessing about one-third of the total number of species in the world. It is represented in the grass gardens by the various kinds of blue, brome, bend, gramma, alkalai and other grasses. The gardens were planted under the direction of Dr. Patrick B. Kennedy, professor of agronomy and agrostologist of the experiment station of the College of Agriculture.

Enact Laws to Promote Equality in Education

Legislation to promote equality of educational opportunity in every part of the state has been enacted recently in Georgia and also in Tennessee. Georgia will provide a fund to supplement county school funds, in counties not able to support adequate schools. This will be in addition to the regular state school appropriation, which is apportioned on school enrollment to the several counties of the state. Fifty-three counties in Tennessee levied as much as fifty cents on $100 for elementary schools in order to share in the state equalization fund, so that their school terms might be eight months. Seventy-three counties out of the ninety-five will have the advantage of an eight-month term.

Investment Pool Plan of Faculty

Columbia University professors recently entertained the proposal for a plan whereby all persons employed by the institution may pool investments through a fund handled by three trustees. Benefits promised are the services of competent counsel, greater diversification of investment, a greater than average income and relief from physical care of securities. The idea, much in use nowadays, but unique in this case, in that it applies exclusively to a university faculty, was put forth by the National City Bank of New York City, which would be depository of funds and securities.

Student Wets Win Test Vote

Ninety-two per cent. of the students voting on the liquor question in thirty-seven representative American colleges and universities are dissatisfied with the present situation, and more than fifty-three per cent. are in favor of modification or repeal of prohibition. The poll was tabulated at the University of Chicago under the supervision of Professor R. L. Mott of the political science department, and Mrs. J. M. VanSlyke of the Proportional Representation League.

Military Drill in Massachusetts Schools

The Massachusetts Committee on Militarism in Education, a self-appointed body, which has just completed a survey of military training in the schools and colleges of Massachusetts, reported that over 19,000 boys in the state between the ages of twelve and nineteen take military drill as part of their public school curriculum. Massachusetts ranks first in the number of schoolboys taking such drill with over twice the number of any other state. Twenty-three high schools offer military drill and in eighteen it is compulsory. Four colleges maintain a Senior Reserve Officers' Training Corps. Two of these make military training compulsory for two years upon all male students. The committee objects to the compulsory feature of military training in the schools and colleges of the state.

Have You a Little Paper in Your School?

The School News

A facsimile of the front page of a schoolpaper, such as may be published for the purpose of convincing parents of your children of the value of printing in connection with academic and vocational instruction in public schools.

VOL. 2 ANY COMMUNITY, ANY STATE NO. 1

The Value of Schoolpapers

WHAT the newspaper is to the general community the schoolpaper is to the school community. Both publications possess uncommon interest to their readers by the printing of news items, and both have the power of moulding public opinion. One influences mature minds; the other influences the youthful minds. Both are informative and highly educational. Especially is this latter statement true in the case of schoolpapers.

The schoolpaper has one distinct advantage in educational value—it is the product of its readers. To be successful it must represent the combined effort of every class in the school and be of interest to every student enrolled in those classes. The academic classes may be assigned the task of collecting news, preparing interesting articles, and revising the printers' proofs for errors in English construction, spelling and typography; the art classes may have charge of the illustrations and general typographic arrangements; the commercial classes may look after the business end of the publication, such matters as soliciting money for subscriptions or advertisements, making disbursements for paper, inks, etc. The actual work of type composition, imposition, presswork and binding will be done by the printing classes.

No other activity can combine into a single educational unity practically the entire facilities of the institution as does the schoolpaper.

With the installation of printing instruction in a school all the academic work is revitalized. English, spelling, arithmetic, grammar, and art will take on a different meaning to students who have hitherto regarded these studies merely as necessary evils. Taught in conjunction with printing, their great value as vital elements of education is realized.

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The BOOK TABLE

BOOKS OF SONGS. By Robert Foresman. First Book, Second Book, Third Book, Fourth Book, Fifth Book. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company, Incorporated.

It has been interesting to watch the rise and fall of the popularity of strains of public school music. Half-a-century ago *songs* were the charm. Since then we have seen the rage for *Methods* of teaching the reading of music, devotion to *instrumental* music and *appreciation* of music, and *community singing*. Each has made a great contribution, but no two of them have ever held the leadership at any one time. There are indications that *singing* is to come into leadership again and that Robert Foresman is meeting the dawning of this new day with his five "Books of Songs." He is the dean of enthusiasts over public school music, and has sponsored more schemes for promoting public school singing than has any one now in the game, and has undoubtedly been captivated by the beauty of more school songs than has any one else. With the purpling of the dawn of the new day Mr. Foresman's vast accumulation of songs that have led the procession from time to time was in demand. His classification of them for the various ages of children in these five "Books of Songs" is most appealing.

THE YOUNG FOLK TREASURY. William Byron Forbush, editor. Twelve Volumes. "Childhood Favorites and Fairy Tales," "Myths and Legendary Heroes," "Classic Tales," "Everyday Stories," "Modern Tales," "Animal Stories," "The Animal World," "Travels and Adventure," "Heroes and Patriots," "Science, Invention and Plant Life," "Men and Women of Achievement," "Ideal Home Life," "Golden Hours With Poets," "Music and Art." Published by the University Society, Incorporated. 36 East Fifth avenue, New York, and Columbus, Ohio.

This is the most complete equipment for direct and definite literary aid and inspiration in character promotion of children in the home and in the school that has been provided. The appeal is to all children in every phase of its thought and expression. The whole atmosphere is wholesome as well as captivating. The articles catch a child's attention to his disposition as well as his habits and hold it until it affects his character.

There is nothing just like it in school literature or for the family circle. The twelve volumes as a whole cover the entire range of need from reading to the youngest children through their mental and social evolution, through their enjoyment of biography up to the self-starting years when opinions are being formed and they are liable to be propagandists. These higher books give poise and balance tending to develop the ardor of the crusader instead of the insanity of the fanatic.

The one word uppermost in our thought as we browse in these twelve volumes is the creation of morale in children, in boys and girls, in student days, in harvesting civic and religious character.

THE GANG AGE. A Study of the Preadolescent Boy and His Recreational Needs. By Paul Hanly Furfey. Cloth. 189 pages. New York: The Macmillan Company.

This is an exceptionally good study of boy life by the "Case Method." Its chief value is the fact that it supplements the elaborate studies of the child at home and at school with careful study of the child at play and in his social relations. Best of all is the fact that Dr. Furfey is not primarily interested in bad boys, but normal boys, in preventing all boys being bad instead of rescuing the few who are bad. It is every way a wholesome study of the home and the community in a way that has been largely neglected.

FOOD STUDY FOR HIGH SCHOOLS. A Textbook in Home Economics. By Mabel Thacher Wellman, Ph. D., Indiana University. Cloth. Illustrated. 527 pages. Boston: Little, Brown and Company.

In nothing perhaps has science made greater contributions than in the use and abuse of foods. The knowledge of calories and later of vitamins has carried the art of cooking much nearer a science than it was in the Cook Books and Domestic Science textbooks of even relatively recent times. Now table arrangements for various occasions, formal and informal, as well as table manners require professional attention.

Dr. Wellman's "Food Study for High Schools," the latest comer in its line, is certainly the latest word in domestic *science* and in the *art* of serving and of being served as well as in the economics of the kitchen and the skill of the dietician. It is the best of pedagogy as well as of hygienic science.

LEARN TO STUDY READERS. By Ernest Horn, State University of Iowa; Prudence Cutright, Minneapolis, and Madeline Darrough Horn, chairman of Child Study Committee of the International Kindergarten Union. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

There is no possible connection between the fact that we launched with great enthusiasm as a definition of education, "learning to learn" and the very general practice of lessons in learning to learn various subjects, but it does give us a comfortable feeling that we do occasionally sense what is coming.

"The Learn to Study Readers" are already appealing to the most progressive school people, partly because Ernest Horn has already demonstrated exceptional foresight in subject methods and because the Ginn Company always makes most artistic illustrative books for little people.

There are already four books, each meeting a real need of the day, which means meeting the appeal of the child at a given stage in his social as well as intellectual development.

One of the best demonstrations of Professor Horn's vision is in Book Four, which devotes the 350 pages to a hundred reading lessons each of which really teaches children how to learn through reading.

"What Is Your Courtesy Score?" a "reading lesson" of four pages, has thirty-six Self-Rating Card sentences, each being an important suggestion, one that assures good manners at home, on the street, in a public conveyance, and in a public audience.

The lessons keep a child alert to keep learning the latest things. For instance, one of the best lessons in Book Four is about "The Dinosaur," something about which nothing had ever been referred to in any school five years ago.

A characteristic of the "First Lessons" is that they have unusual material. For instance, there are twenty pages, about one-seventh of the "Lessons," on railroad trains. "Why an Engine Whistles" is of exceptional interest. Comparatively few little boys and girls know all that these twenty pages tell about railroads, locomotives, passenger trains, freight trains, parlor cars, dining cars, passenger stations. Cats and dogs, even kittens and puppies have gone stale with wide-awake youngsters, and it is well to substitute

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GRIP-FAST ENGLISH BOOKS. An Anthology of Prose and Verse for Schools. Compiled by F. A. Forbes. Cloth. With Illustrations by Henry J. Ford, H. R. Millar and D. M. Payne. Book I, The Spirit of Childhood. Book II, The Opening Gate. Book III, When the World was Young. Book IV, The Spirit of Adventure. Book V, The Spirit of Chivalry. Book VI, The Spirit of Literature. New York and Boston: Longmans, Green and Company.

This is a new creation, ingeniously adapted to catch the interest of children and grip-fast that interest for years to come. One recognized liability of weakness in much of the school life of today is that the multiplicity of things read is likely to keep the mind on the jump from one interest to another, so that nothing really does grip-fast and stay by.

This is much more serious than school people realize. Fifty years ago every child in the United States read "The Chambered Nautilus," "The Village Blacksmith," "Snow Bound," "Paul Revere's Ride," "Old Ironsides," "Sheridan's Ride," "O Captain, My Captain," "Thanatopsis," Poe's "Raven," "The Vision of Sir Launfal," "Gray's Elegy in a Country Churchyard," Burns' "Cotter's Saturday Night," Goldsmith's "Deserted Village," and similar grip-fast poems.

F. A. Forbes has compiled six little books of fewer than one hundred pages for the express purpose of having children love to learn charming bits of English literature because they have learned to love them.

THE PATHWAY TO READING. By Bessie Blackstone Coleman, Willis L. Uhl, University of Wisconsin, and James Fleming Hosic, Teachers College, Columbia University. Illustrated by Eleanor Howard and Eunice Stephenson. Fourth and Fifth Readers. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

The great success of the first books of "The Pathway to Reading" is well known and the reason for this success is recognized as scientific in principle and eminently practical in application to the art of learning to read.

In the Fourth and Fifth Readers the selections have been made with special reference to the *interest* of the readers, to having the purport *so clear* that it cannot escape any child, and the *grip on memory* so enduring that it *will abide* in the thought out of school and in the character of the boys and girls permanently.

After heartily enjoying these two books for two quiet hours we are more impressed than ever with the supreme value of School Readers as sources of important information, of varied appeals to interest, as exhaustless sources of inspiration.

While I have read something from almost every one of these authors, old and new, there are only two or three selections that I had ever seen, and really I feel as though the selections from familiar authors are better than anything of theirs that I have read. They have made their selections with consummate skill and trimmed them down, when desirable, so that only the indispensable sentences are here.

One significant feature is the grouping of four or five selections under a special heading like "Animal Friends," "Home and Neighborhood," "Work and Play," "Days and Deeds," "Things to Do," "The World About Us," "Adventure," "Bravery," etc.

There are various helpful schemes before and after the selections. It is easy now to see why "The Pathway to Reading" is so successful.

WHAT GIRLS CAN DO. By Ruth Wanger, South Philadelphia High School for Girls. Cloth. Illustrated. 292 pages. New York: Henry Holt Company.

This is one of the most educationally important books of the year. It is the most important book for a seventh grade teacher we have ever seen, and every seventh grade teacher should be required to read it every year carefully and devotedly. It is even more valuable to eighth grade girls, and every eighth grade girl in public and private schools should use it as a textbook for a few weeks.

It is invaluable from the standpoint of employers as well as of girls and is adapted to girls who must leave school at fourteen and go to work, to scholastic high school graduates, to girls who want trade school education, to girls who want office work, to girls who are mentally slow or have had no cultural inheritance, to brilliant girls who want the profession of law or medicine, to girls with a prospective fortune who want eminent success in volunteer welfare opportunity.

In everything Ruth Wanger looks into the opportunity as well as into the characteristics of the girl. She seeks to make all education of girls marketable for all girls and she succeeds in finding what she seeks It is no one-track book, but builds up personal character, produces industrial morale and creates a noble civic atmosphere. If any one thinks we overdraw Ruth Wanger's service let her read the book for herself.

THE MIDDLE COUNTRY. A Chinese Country. A Chinese Lad's Adventures in His Own Land. By Olivia Price. Illustrated by C. LeRoy Baldridge. Yonkers-on-Hudson, New York: World Book Company.

This generation of school boys and girls have never had as much occasion to know of the Chinese in their own land as they now have, and their parents will be as much interested in Miss Olivia Price's book on "The Middle Country" as the children.

The approach to the Chinese life has never been presented in anything approaching the way in which it is done here, either in story or illustration.

The title is from the Chinese name of their own country, and the story is about a ten-year-old Chinese boy who lived as the adopted son of a rich kinsman. Until then he had lived simply, as would any boy in a poor farmer's family. But in his new home he found opportunity to study, to travel with his foster father, to learn something of his own Middle Country.

The reader of this story goes with the lad on his trip to a tea farm, sails on the Grand Canal to the silk country around Huchow; journeys north to Nanking, to Chufu, the birthplace of Confucius, and to Peking. Traveling with this Chinese boy, American boys and girls will see one of the most fascinating regions of the earth.

THE ESSENTIALS OF COMMERCIAL LAW. By Wallace Hugh Whigam, Chicago, and C. Martin Alsager of Chicago. Cloth. 370 pages. New York, Chicago, San Francisco and Boston: The Gregg Publishing Company.

This masterpiece of economics focused for effective school use has a purpose quite beyond the message of many school books. The author says in the Foreword that the course is planned to teach the student the attitude of caution and deliberation so that he will undertake business ventures thoughtfully and with a knowledge of his legal rights. The legal principles governing all honorable commercial relations are presented in practical language understandable by the average pupil of the high school or commercial college. In order that the student will associate the imparted knowledge with real life, there is provided an abstract of actual cases decided by the courts of the land.

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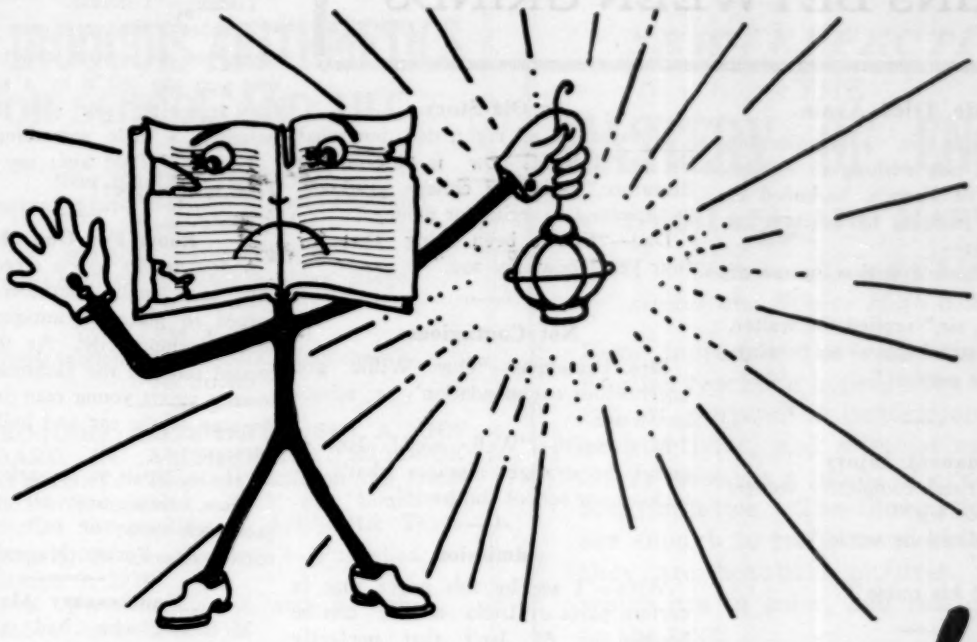

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Then He Tried Again

A man, dining in a fashionable restaurant and not wishing to exhibit his ignorance of French, beckoned to a waiter and, pointing to an item on the menu, said:—

"Waiter, I think I will try some of that."

"Very sorry, sir," replied the waiter, "but the orchestra happens to be playing that just at present."

Permanent Injury

"Did your friend completely recover from his broken leg?"

"No. Complications set in."

"How so?"

"He married his nurse!"

A Couple of Chills

Johnny was in the habit of swearing mildly when anything did not please him. One day the minister heard him and said:—

"Johnny, don't you know you must not swear? It is naughty of you to do so. Why, every time I hear you swear a cold chill runs down my back."

"Then," said Johnny. "If you'd been at my house the other day when my dad caught his nose in the clothes wringer, you'd have froze to death."

The Answer

Teacher—"Now Willie, give me a sentence containing the word chagrin."

Willie—"Aw, why don't chagrin once in a while?"

An Old Story

"Idealism is all right, dad, but what the world wants now is entertaining literature," said the college graduate, "so I intend to write for money."

Dad—"You've been doing that for four years now, my son."

Not Contagious

Mrs. Proudman—"Our Willie got 'meritorious commendation' at school last week."

Mrs. Smith—"Well, well! Isn't it awful the strange diseases that's attacking our school children!"

Admission

Wife—"I see by this paper that in certain parts of India a wife can be bought for $2. Isn't that perfectly awful?"

Husband—"Well, I don't know. A good wife would be worth that."

Also Ozone

Teacher—"Mary, how many zones are there?"

Mary—"Six."

Teacher—"Six! Name them."

Mary—"North Frigid, North Temperate, Torrid, South Temperate, South Frigid, and Safety."

Still on the Job

"How did you enjoy your trip to Missouri, Jake?"

"Well, there were some powerful good roads built by Mr. Dixie and Mr. Lincoln, but some French guy named De Tour built the worst roads I ever struck."

What It Was

Teacher—"Tommy, what is your conscience?"

Tommy—"I dunno."

Teacher—"Oh, yes, you do. Now, when you do wrong, don't you know that you can tell it by a sort of pain that seems to say you have been naughty, a little something that——"

Tommy—"That ain't my conscience. That ma's slipper!"

Room For One More

A few weeks ago a street car company in a small southern town was forced to place an antiquated car in service temporarily. As the car proceeded through the fashionable part of town a smart young man jumped upon the step of the car and hailed the conductor:—

"Hello, Noah, is the ark all full?"

"Yes, they are all in but the jackasses, come on in," replied the conductor.—Forbes Magazine.

Unnecessary Alarm

McIntosh, who had summoned a doctor in the middle of the night, addressed the medical man when he arrived:—

"Ay, doctor, I'm sorry we ca'd ye on such a treevial job. Ye see, we thought wee Wullie had swallowed a shilling, but my wife has been counting up her change, and it turned out to be only a penny."—Selected.

Trap

Small Boy—"Dad, how do they catch lunatics?"

Father—"With face powder, beautiful dresses, and pretty smiles, my son."

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Meetings To Be Held

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21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

27-July 2: American Classical League, Philadelphia, Pa. Andrew F. West, Princeton, N. J.

28-July 2: American Home Economics Association, Minneapolis, Minn. Marie Sayles, 1123 East Kearsley Street, Flint, Michigan.

27-July 2: National Education Association, Philadelphia, Pa. Mary McSkimmon, Pierce School, Brookline, Mass.

28-July 2: National League of Teachers' Associations, Philadelphia, Pa. Harriet E. Scofield, 3017 Park Avenue, Minneapolis, Minn.

JULY.

1-2: National Association of Visiting Teachers, Philadelphia, Pa. Edith M. Everett, 1421 Race street, Philadelphia, Pa.

5-8: Music Teachers Association of California, San Diego. C. C. Draa, 438 Music-Art Building, Los Angeles.

28-29-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. W. W. Landers, Charleston, W. Va.

28-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. R. S. Grossley, State College for Colored Students, Dover, Del.

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

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21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

22-23: All States Vocational Home Economics Conference, Springfield, Ill., Adah Hess, Springfield, Ill.

22-23: Illinois Home Economics Association, Springfield, Illinois, Adah Hess, secretary, Springfield, Ill.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

28-29-30: Annual meeting of Northeastern Missouri Teachers' Association. H. G. Swanson, secretary, Kirksville, Missouri.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

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